

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. Richard Hickcox

Official School Name: Solano Avenue Elementary

School Mailing Address:
615 Solano Avenue
Los Angeles, CA 90012-1036

County: Los Angeles State School Code Number*: 19-64733-6019277

Telephone: (323) 223-4291 Fax: (323) 343-1975

Web site/URL: http://notebook.lausd.net/portal/page?_pageid=33,47493&_dad=ptl&_schema=PTL_EP E-mail: rhickc01@lausd.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mrs. Carmen Schroeder

District Name: Los Angeles Unified Tel: (323) 224-3100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ms. Monica Garcia

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:	<u>520</u>	Elementary schools
	<u>119</u>	Middle schools
	<u>0</u>	Junior high schools
	<u>123</u>	High schools
	<u>123</u>	Other
	<u>885</u>	TOTAL

2. District Per Pupil Expenditure: 5836

Average State Per Pupil Expenditure: 8117

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 8 Number of years the principal has been in her/his position at this school.

0 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	16	11	27	7	0	0	0
K	14	19	33	8	0	0	0
1	20	16	36	9	0	0	0
2	10	24	34	10	0	0	0
3	15	22	37	11	0	0	0
4	11	17	28	12	0	0	0
5	20	12	32	Other	0	0	0
6	21	16	37				
TOTAL STUDENTS IN THE APPLYING SCHOOL							264

6. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
<u>58</u> % Asian
2 % Black or African American
<u>34</u> % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
3 % White
3 % Two or more races
<u>100</u> % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 13 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	19
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	16
(3)	Total of all transferred students [sum of rows (1) and (2)].	35
(4)	Total number of students in the school as of October 1.	264
(5)	Total transferred students in row (3) divided by total students in row (4).	0.133
(6)	Amount in row (5) multiplied by 100.	13.258

8. Limited English proficient students in the school: 33 %

Total number limited English proficient 87

Number of languages represented: 10

Specify languages:

Spanish, Cantonese, Vietnamese, Japanese, Mandarin, Tagalog, Chiu Chow, Toishanese, Khmer, Thai

Since the twenty-seven pre-school students do not receive a language fluency classification, our actual percentage of limited English proficient students is $87/237 = 37\%$.

9. Students eligible for free/reduced-priced meals: 71 %

Total number students who qualify: 187

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

Our twenty-seven pre-school students are not eligible for the Federal Free/Reduced Lunch Program because they only attend half-time. Thus, the actual percentage of students who qualify for the program is $187/237 = 79\%$.

10. Students receiving special education services: 7 %

Total Number of Students Served: 19

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>12</u>	<u>0</u>
Special resource teachers/specialists	<u>0</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>9</u>
Support staff	<u>0</u>	<u>2</u>
Total number	<u>13</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 22 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	98%	97%	98%	98%
Daily teacher attendance	96%	97%	97%	96%	91%
Teacher turnover rate	0%	0%	8%	23%	8%

Please provide all explanations below.

Attendance: In 2003, a new teacher joined our staff and in November became ill and required a lengthy hospitalization. She was on medical leave for 60 days before having to resign. In the same year, one of our teachers became very ill and was diagnosed with Crohn's Disease. She was absent 30 days while receiving treatment and recovering.

Turnover: In 2004-2005, one of our teachers retired after 30+ years of service - nine of which were spent at Solano. Also, in 2004-2005, we got a new teacher after a teacher married and moved out of state. This new teacher was diagnosed with ovarian cancer and passed away in March. She was replaced by another teacher. With only twelve teachers on staff, this series of events greatly effected the turnover rate for that year.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

"Believe in yourself. Work hard. Get smart." This is Solano's motto, and every student, parent, and staff member knows it. We recognize that effort is the key to student success in school, and that school is the key to success in life. Grounded in this tenet, we believe that all students can and will learn given the appropriate educational opportunities, emotional support, and time. To this end, Solano's learning community provides a safe, nurturing, and intellectually stimulating environment, which promotes academic excellence, respect for our rich cultural diversity, and the development of character and citizenship. This is our mission.

Located near downtown Los Angeles, we are a small, urban school of 237 students in grades Kindergarten through sixth grade with 27 additional students in pre-school. Approximately two thirds of our students are Asian and one third are Hispanic. Nearly all are socioeconomically disadvantaged.

Solano is deeply rooted in the surrounding community. Two years ago, we celebrated our 100th birthday and nearly 200 parents and former students attended a celebration to commemorate our century of success. Two superintendents, the president of the Board of Education, our City Councilman, representatives from the Mayor's office, the Chinatown Optimist Club, the Los Angeles Dodgers, and members from the media joined in the festivities. This type of community participation and enthusiasm can also be seen in many of our annual traditions such as Spring Dance, Back-to-School Night, Family Math and Science Night, and our Open House/Gallery Walk.

Over the years, Solano and its staff have earned a number of awards and recognitions. Solano has earned the honor of being a Title I Academic Achieving School in 2005, 2006, 2007, and 2008 as well as becoming a California Distinguished School in 1996, 2000, and 2006. In an article published in the Los Angeles Times on November 12, 2008, Solano Avenue School was ranked the 9th highest in California for public schools that serve inner-city children. Most recently, one of our teachers, Ms. Shannon Garrison, was one of four California recipients of the Milken Foundation National Educator Award.

This level of accomplishment is primarily due to our highly qualified, collaborative staff, our high expectations for student achievement, the enthusiastic support of our parents and the community, and our challenging academic program. The Solano staff is dedicated to professional development and actively seeks out current research and best practices in order to provide students with the best possible educational experience. Our entire staff is highly qualified under No Child Left Behind. We have two National Board Certified teachers, two teachers with administrative credentials, and a total of eight master's degrees among a staff of twelve.

At Solano, we have been greatly influenced by the work of several prominent educational researchers. The work of Richard DuFour and Robert Eaker has driven the development of Solano's professional learning community and solidified our commitment to collaboration and continuous improvement. The work of Mike Schmoker has been instrumental in the development of our writing program, which reaches across all content areas. We base our standards-based, cyclical program of writing, assessing, backwards planning, teaching, rewriting, and reassessing on his research which has shown this process to be a key component in increasing student achievement. Finally, Lauren Resnick has guided our focus on clear and high expectations for all students and staff, accountable talk in all subject areas, and academic rigor. As Dr. Resnick stated, "Students who, over an extended period of time, are treated as if they are intelligent, actually become so. If they are expected to explain and find connections as well as memorize and repeat, they learn more and learn more quickly. They think for themselves." At Solano, this is our ultimate goal.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

California public schools administer the criterion-referenced California Standards Test (CST) to all students in grades 2-6 once each year in May. The CST measures students' mastery of the California Content Standards. In grades 2-6, reading-language arts and math are tested. Additionally, grade 4 students are tested in writing, and grade 5 students are tested in science. At Solano, 100% of students take the CST. Additionally, California schools administer the norm-referenced CAT 6 Test in grade 3 in language arts and math.

Based on scaled scores, which range from 150 – 600, students are categorized as either "Advanced," "Proficient," "Basic," "Below Basic," or "Far Below Basic" in each content area. To be considered "meeting the standard," a student must score "Advanced" or "Proficient." A student scoring "Proficient" is considered to have successfully mastered the state standards. A student scoring "Advanced" is considered to have mastered the state standards at an even higher level. Additional information regarding the CST may be found at <http://www.cde.ca.gov/ta/tg/sr>.

Based on the CST and CAT6, the California Department of Education (CDE) ranks all public elementary schools on a scale of 200 - 1000. The score is called the Academic Performance Index (API). Over the past five years, Solano's API has risen from 789 to 905, a gain of 116 points. Compared to all schools in California, we rank nine out of ten. Compared to the 100 most similar schools in the state, we rank a ten out of ten. Go to <http://www.cde.gov/ta/ac/ar> for more information.

The data tables above reveal a number of significant trends. Most importantly, every grade level significantly improved in both reading and math over the past five years. On average, approximately 71% of all Solano students "met the standard" in reading in 2008 compared to only 40% in 2004. In math, approximately 85% of our students "met the standard" in 2008 compared to only 65% in 2004. The same trend can be seen with students in the "Advanced" subgroup. Overall, the percentage of students scoring "Advanced" rose an average of 26% in reading and 28% in math between 2004 and 2008.

Both our Asian and Hispanic ethnic subgroups have also shown significant gains over the past five years. In reading in 2004, approximately 52% of Asian students "met the standard" as did 20% of the Hispanic subgroup. In 2008, approximately 80% of the Asian sub group and 52% of the Hispanic subgroup "met the standard." In math, approximately 81% of Asian students and 39% of Hispanic students "met the standard" in 2004, while in 2008, 95% of the Asian subgroup and 62% of the Hispanic subgroup did so. Only in second grade did the Asian subgroup make a decline from 100% in 2004 to 96% in 2008.

Although the Asian subgroup outperformed the Hispanic subgroup overall, the Hispanic subgroup made greater gains in both reading and math than the Asian subgroup did over the five-year period (31% in reading as compared to 28%, and 23% in math as compared to 14%). Although the percentage of Hispanic students meeting the standards at Solano is significantly higher than for Hispanic students statewide (51% compared to 35% in reading, and 62% compared to 49% in math) we remain focused on closing the achievement gap.

The English Learner subgroups have also shown improvement in grades 2 (19% ELA) , 3 (1% ELA, 11% Math) and 4 (38% ELA, 24% Math). In grades 5 and 6, there is no data. This is because so many of our students have successfully completed the English Language Development (ELD) Program and no longer require ELD services. In California, this process is called "reclassification." Our reclassification rate in 2007-08 was 33%. As a result, we no longer had a significant number of EL students in the upper grades. In addition, our nineteen students who receive special education services are integrated into the general education classrooms and do not make up a significant subgroup at any grade level.

We think the data tables show steady and continual progress as well as our devotion to excellence. Our API has steadily increased, and we have also met all of our Federal AYP proficiency criteria for all subgroups in reading and math over the past four years.

2. Using Assessment Results:

Solano has a structured, on-going system of assessment and data analysis that looks at individual student achievement on state, district, and local assessments, instructional practices, and program effectiveness. All second through sixth graders take the California Standards Test (CST), and staff meetings are held at the start of the year to analyze school, grade level, and individual student results in order to identify strengths and weaknesses in terms of state standards. Based on this analysis, school-wide patterns are identified, and focus standards for the year are selected. In addition, teachers look closely at individual scores, and sort students by performance levels in both language arts and math. Lists of students not yet proficient are established, and alternate ranking lists are used throughout the year to determine student progress. CST data is also disaggregated by ethnicity, gender, language proficiency, and socioeconomically disadvantaged. This allows us to identify discrepancies between subgroups to target students and provide small group, after-school intervention classes early in the school year. These students are closely monitored and reassessed for additional intervention needs during the second semester.

All students participate in quarterly, district math and reading assessments. Quarterly science assessments are administered to 4th – 6th graders, and all EL students are assessed through the Hampton Brown Into English program and the annual California English Language Development Test (CELDT). Teachers also give formative assessments (both formal and informal) each week. Teachers work collaboratively to analyze assessment results in order to inform and drive future instruction.

Assessment data is also used to determine SMART (strategic, measurable, attainable, results-oriented, time-bound) goals, which are used as a method of on-going assessment at the school level. We currently have school-wide SMART goals for reading comprehension, writing strategies, and attendance. Individual grade level SMART goals are selected each quarter for math, as well. The data collected from each SMART goal helps us to determine changing needs throughout the year. We are able to identify students needing further support, establish program effectiveness, refine teaching practices, and determine areas for future professional development.

3. Communicating Assessment Results:

Solano utilizes a variety of strategies to keep parents, students, and the community informed of student academic and social progress. We believe it is vital for all stakeholders to be informed of academic and social expectations and to understand how the students are being assessed. At the beginning of the year, parents are educated on state standards, the school curriculum, and understanding assessment results through district prepared brochures discussed at Back-to-School Night, at parent/teacher conferences, and through discussions and presentations provided to parents at regularly scheduled monthly council meetings. Student CST assessment reports are sent home in early Fall, and these reports are reviewed with each family at parent/teacher conferences. An assembly in September celebrates individual and school success through certificates.

The SMART (strategic, measurable, attainable, results-oriented, time-bound) goals bulletin board serves as a public forum for communicating on-going assessment results for reading comprehension, writing strategies, select mathematical standards, and attendance. This bulletin board is centrally located and is updated monthly to reflect grade level foci and assessment results. Students, parents, and community members can see at a glance the standards grade levels are working on in each subject, what their current goals are for that content area, and whether or not they met their previous goals.

Parents also receive formal progress reports three times a year, and attend parent/teacher conferences twice. Over the past five years, Solano has 99% parent participation. Teachers notify parents prior to the end of the reporting period if their child is not yet proficient in a content area, and discuss intervention strategies and accommodations to assist the student at the conference. Due to the small size of our school, the parents and teachers have close relationships. Parents know that teachers are always available to discuss their child's progress. In addition, we have a community representative who assists non-English speaking parents in understanding assessment results.

Monthly tri-lingual bulletins keep parents informed of school activities, programs, and assessment results. Monthly assemblies celebrate academic and social accomplishments and bring further attention to assessment results through discussion of the SMART goals. Our school website is an additional source of information and is directly linked to our School Accountability Report Card.

At the end of the year, there is an Open House/Gallery Walk where parents and community members are invited to visit classrooms and view student work, which displays authentic student growth and progress.

4. Sharing Success:

At Solano, we believe strongly in sharing our successes because it benefits the education of all students. Our teachers work collaboratively and share best practices in order to benefit all students – not just those at Solano. We welcome parents, community members, and other school staff to visit anytime. When visitors arrive, Mr. Hickcox takes the time to provide personal tours of Solano and shares our academic programs and successes.

The Solano staff is actively involved in sharing our successes. Mr. Hickcox is involved with the District's principal mentoring program. He has served as a mentor to several new principals and continues to invite principals to visit and discuss our school program. Two National Board Certified Solano teachers serve as traveling mentors. They work with new teachers at their school site, which allows for the exchange of ideas and best practices. Several Solano teachers share their expertise by teaching at other school sites over the summer. In addition, teachers have participated in lesson studies, working collaboratively with teachers from nearby schools to study and refine teaching practices. Solano teachers also often serve as mentor teachers to university students working on their teaching credentials. Mr. Hickcox and our coordinators also present at their prospective meetings and exchange ideas with other educators.

This past year, our school was selected to take part in the filming of a District Title I documentary, which discussed best practices. Mr. Hickcox and three teachers were featured in the film, and it gave us an opportunity to share some of our strategies and unique programs with other schools and the educational community. We hope to continue our involvement with this project and seek out similar opportunities.

This year, one of our teachers was honored with the Milken Family Foundation National Educator Award. Solano was recognized as an outstanding school and through this award has received considerable opportunities to share its successes in the local press. The teacher also becomes part of a group of educators who exchange ideas on educational issues, teaching strategies, and academic programs.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

All students have access to a balanced, comprehensive, standards-aligned core curriculum. For English Language Arts (ELA), Solano adheres to the state and LAUSD adopted Open Court Reading (OCR) (K-5) and Prentice Hall (6) programs, which are standards aligned. Both OCR and Prentice Hall are research-based, spiraling programs, which utilize theme-based texts to teach ELA standards while integrating science, social studies, and art (See Reading).

Into English and *Highpoint*, which are research and standards-based ELD programs, provide lessons in a variety of modalities, such as singing, chanting, Total Physical Response, art, drama, cooking, and storytelling. These programs are used at all grade levels to meet the needs of students at any ELD level and address both ELD standards and core language arts skills. These programs are supplemented with district created enhanced lessons that increase the rigor of the assignments.

Solano's standards-based math program is based on the state and LAUSD adopted Harcourt and McDouglas Littell math texts. These programs have resources such as reteach and challenge problems, to assist teachers in differentiating the curriculum. Understanding that students have varying needs, technology is used to differentiate instruction. Teachers can set software programs to reinforce specific standards at the student's level. Solano also incorporates the constructivist methods of Marilyn Burns to explore math concepts in-depth. Her work on mathematical reasoning, collaborative problem solving, writing in math, the use of manipulatives and integration of quality literature encourages different ways of thinking. Students read books that incorporate math concepts to aid their understanding and application of complex concepts. Manipulatives are used to reach kinesthetic learners and provide concrete ways to solve problems.

Solano's science program is based on learning through investigation and the scientific method. Investigations are supported by FOSS (*Full Option Science System*). Each grade level has three FOSS kits, which address earth, physical, and life science standards. Using the scientific process, students learn to work collaboratively, which is the basis of all scientific work. The program also includes resource books containing scientific articles to reinforce grade-level concepts.

Teachers at Solano address the Social Science standards in unique ways. Some teachers utilize the Harcourt Brace Social Studies program, which includes textbooks, atlases, videos, and literature. Teachers also use core literature, songs, dances, games, and realia to bring historical events to life. In order to provide a culturally relevant and responsive curriculum, special attention is given to minority cultures and gender so students understand the historical contributions of all segments of society. For example, in 4th grade, students read The Iron Dragon, which addresses the contributions of the Chinese during the building of the transcontinental railroad. Other teachers base their entire program on primary source material. For instance, in fifth grade, students read letters written from Thomas Jefferson and John Adams during and after the writing of the Constitution and then study the Constitution to understand the different notions of government that effected the formation of our country.

Solano has a strong standards-based art program. We were selected to be a part of the Elementary Arts Program, which provides dance, drama, and visual arts classes taught by professional artists. Solano's performing arts program is also very impressive. Students in grades 3-6 receive weekly music instruction from an orchestra teacher and perform twice during the year for the community. Each K-6 class also has an opportunity to learn and lead patriotic songs at the morning assemblies. They learn dances and perform at the annual Solano Multicultural Festival. Share the Music, by MacMillan-McGraw Hill, is a resource providing choral instruction and music appreciation to all students.

In alignment with state standards, Solano offers a consistent and developmentally appropriate physical education program throughout the grades. Students learn that physical activity is a life-long habit, essential to good physical and emotional health. They participate in skill-based lessons at each grade level and then apply these skills during intramural sports offered during and after-school to promote healthy competition. In addition, health education is taught using the MacMillan-McGraw Hill Health and Wellness programs. *Second Step*, a violence prevention program, is also used to teach students social and emotional skills. Jump Rope for Heart and Red Ribbon Week are embedded in the curriculum to create real world experiences for the students.

2a. (Elementary Schools) Reading:

All students have access to a balanced, comprehensive, standards-aligned language arts program. Solano adheres to the state and district adopted OCR (K-5) and Prentice Hall (6) programs, which are standards aligned. Both OCR and Prentice Hall are research-based, spiraling programs, which utilize theme-based texts to teach ELA standards while integrating science, social studies, and art. The program consists of elements such as the Reading & Writing Workbook, Inquiry Journal, and Decodable Booklets, that effectively teach phonics, decoding, reading comprehension skills and strategies, and grammar. The programs also include intervention and challenge guides that assure the needs of all students are met. There is also an EL supplement, which focuses on providing second language learners with scaffolding to access the curriculum and a home connection to provide families with an opportunity to discuss the themes being taught.

In addition, Solano students write in all content areas, based on research that shows that in any learning situation, writing and reflecting on what was learned enhances understanding. Marilyn Burns (1992) states, “Writing supports student learning by helping them sort out, clarify, and define their thinking.” With this in mind, the Solano staff has developed the Schmoker Cycle to insure that all students are provided with rigorous, standards-based writing instruction (see Professional Development). Clear expectations are emphasized through the use of writing rubrics and criteria charts.

Oral language and listening skills are also an important part of Solano’s language arts program. Accountable talk serves as the basis for this instruction. The strategy is used to promote conversations among students based on reasoning, evidence, and well-formed opinions. It requires active listening and participation.

The core program is supplemented with materials and programs selected by Solano staff and the District, such as Writer’s Workshop, Thinking Maps, and Scholastic’s Reading Counts. Writer’s Workshop, which consists of teacher mini-lessons, quiet writing time, and author’s chair, serves to structure the OCR and Prentice Hall writing components while assuring that students are receiving consistent writing instruction. Thinking Maps are graphic organizers that allow students to organize thoughts and analyze how an author organizes his/her writing. The thinking maps correlate to specific reading comprehension skills and allow for a visual representation. Reading Counts is a program that allows students to self-select books at their reading level, read books, and then take comprehension quizzes on the computer. It tracks student progress, and teachers use this as an additional assessment tool.

3. Additional Curriculum Area:

At Solano, we recognize that technology skills are crucial to success in today’s world. Teachers strive to create a myriad of opportunities for students to use different forms of technology in alignment with the District’s technology plan. The staff strongly believes that real-world technology skills should be consistently integrated into our rigorous and diverse curriculum.

Solano has a wireless network of over 50 computers on site. A server runs the network of computers and allows access to programs from individual workstations. Upper grade students utilize share-point to access and share their work from any workstation on campus. The Solano media lab is equipped with sixteen Internet accessible

computers, which were donated by the Los Angeles Dodgers. Classes visit weekly and participate in curriculum related activities using various software programs.

Technology is used on a daily basis in all classrooms. Most classrooms have four Internet accessible computers, and teachers use various software programs, such as Microsoft Word, Earobics, PowerPoint, and Quick Time, across the curriculum. Students also access the Internet to find primary documents in Social Studies and conduct research across the curriculum. All classrooms are equipped with televisions, VCR/DVD players, and CD players. Digital cameras, video recorders, and graphing calculators are also used to enhance the curriculum. Each grade level also has a document reader, which allows for the immediate sharing of documents, texts, and objects. This technology allows for differentiation for visual learners and has really improved the quality of accountable talk, as it is much easier for students to share their work. Students enjoy presenting to the class, and we find that they are more motivated to engage in discussions and share their thinking. Teachers can also model writing, problem solving, and reading comprehension strategies with ease.

Technology is also used to differentiate instruction. At Solano, each teacher has their own laptop computer and projection unit so that they can create curricular presentations. This is an excellent way to differentiate instruction. Many of the software programs also allow teachers to preset the program at a student's level in order to reinforce specific grade level standards. Scholastic's Reading Counts also allows for differentiation. Reading Counts is a computer program that allows students to self-select books at their reading level, read books, and then take comprehension quizzes on the computer. It tracks student progress, and teachers use this as an additional assessment tool.

4. Instructional Methods:

The school vision is implemented using teaching strategies that address academic, social, and cognitive needs of our diverse student population. Taking into consideration cultural influences in the community and English proficiency, lessons are based on contextual intelligence, a preference for seeing how and why things work in the world as people actually use them. This choice is supported by Piaget's work on cognitive development, which reveals that the majority of elementary school students are in the concrete operations stage of development. At this stage, concepts need to be applied to concrete objects as abstract thinking has yet to develop. Teachers take this into consideration and use manipulatives, realia, and hands-on exploration in their lessons. Solano also emphasizes collaboration rather than competition to accommodate the cultural and social climate of the community.

A variety of instructional strategies, such as scaffolding, differentiated instruction, experiential learning, thinking maps, writing across the curriculum, and the use of collaborative learning are provided to meet the needs of diverse learners at all grade levels. These strategies address the needs of all learners as they are concrete, hands-on, and assist in differentiating curriculum. Special education and general education teachers also collaborate to ensure accommodations are used to allow all students access to grade level curriculum.

Teachers strive to balance teacher directed lessons, hands-on investigations, collaboration, and independent work in order to meet the needs of all learners. Students are also encouraged to self-direct learning by researching areas of interest.

Gardner's Theory of Multiple Intelligences addresses different ways students can best master concepts and standards. Teachers use various intelligences (analytic, verbal/linguistic, logical/mathematical, spatial/kinesthetic, musical/rhythmic, interpersonal, and intrapersonal) to differentiate instruction and provide an environment conducive to all learning styles.

Scaffolding is used across the curriculum based on Vygotsky's research on the zone of proximal development (ZPD). Students are challenged to work beyond their comfort zone through the modeling of their teacher and the support of scaffolds.

Experiential learning is integrated into the curriculum to show students that learned concepts are used in the real world. Fieldtrips are taken to give student background knowledge and experiences that they can then relate to what they are learning in the classroom. In addition, social action projects, such as the Annual Canned Food Drive, allow students to use learned skills in the real world to better their community.

5. Professional Development:

Solano has developed a comprehensive, standards-based system of professional development. The professional development program is year-round and focuses on strengthening subject matter knowledge and development of effective teaching strategies. We are committed to the success of our students, and we realize that our continued professional development is essential.

Lauren Resnick's Principles of Learning have become basic tenets at Solano. All stakeholders receive professional development on clear expectations, accountable talk, and academic rigor. An important part of this continuous work is Peer Coaching, which pairs teachers to work on elements of the Principles of Learning. Teachers observe one another six times during the year and meet to discuss the experience. Our focus on the principles of small learning communities has also resulted in increased collaboration and team teaching.

One of the main components of Solano's professional development is the Schmoker Cycle, based on work by Mike Schmoker. It is a research-based process where concepts, identified as weaknesses, become the focus of intense professional development and classroom instruction. Through on-going assessment teachers create meaningful, student-centered lessons that drive instruction. Teachers begin by devising assessments that provide baseline data on student performance in writing. They collaboratively design strategies and backward map lessons. Over the next few weeks, teachers present mini-lessons using Writer's Workshop, and then meet to design assessments to measure student progress. This data is collected to determine both student needs and future professional development.

The principal, coaches, and coordinators attend monthly district training and bring pertinent information back to the school site to share with staff and parents. The literacy and math coaches provide leadership in implementing state adopted materials and provide professional development through classroom demonstrations and lesson studies. Teachers also have grade level planning once a month, where they have the opportunity to meet and plan with other teachers. Paraprofessionals are provided with monthly professional development focusing on topics such as standards and instructional practices. Solano also conducts a yearly survey, which asks all staff to offer input about professional development needs and concerns.

All Solano teachers and paraprofessionals are highly qualified according to No Child Left Behind requirements. Teachers are dedicated to keeping up with current educational research and practices as evidenced by the staff's eight Master's Degrees, two National Board Certifications, two Administrative Credentials, and one Ed.D. At Solano, we teach students to be life-long learners, and we believe in modeling that for our students.

6. School Leadership:

Solano leadership focuses on student success by coordinating well-planned school programs. Because of the small school size and shared vision, stakeholders are involved in all stages of decision-making. It is a true model of shared leadership.

The Instructional Transformation Team (ITT) is the core of Solano's school leadership. The ITT is composed of the principal and six teachers. The team meets year-round to analyze data and design professional development activities based on goals described in our Single School Plan and the California Standards for the Teaching Profession (CSTP). Before school begins, the ITT meets to analyze the data in order to identify areas of weakness and current professional development needs. During the year, the ITT meets to analyze Open Court

Assessments every six weeks, semester math assessments, writing assessments thrice annually, and ELD portfolios to determine the school's changing professional development needs.

The Solano staff believes that shared decision-making and collaboration are essential to student success. The School Site Council (SSC), which is composed of five parents, the principal, the school administrative assistant, and three teachers, meets monthly along with the Compulsory Education Advisory Council (CEAC) and the English Learners Advisory Council (ELAC) to monitor categorical programs and budgets as well as discuss school issues. These committees review academic data, school programs, and work collaboratively to insure Solano students are receiving the best possible education.

Building capacity among staff is essential to Solano's system of shared leadership. Teachers are encouraged to be instructional leaders and share areas of expertise with colleagues. Solano's principal believes in teacher leaders and provides opportunities to develop leadership skills. Teachers hold many leadership positions. At Solano, teachers coordinate the Special Education, Bilingual, Title I, GATE, Technology, and Science programs. Teacher leaders provide professional development on various topics, including, differentiated instruction, Writer's Workshop, the collaborative RSP model, writing standards-based IEP goals, health education, CELDT testing, ELD monitoring, and integration of technology into the curriculum. This system of peer support fosters a collaborative climate where teachers work together to improve their practice.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: California Standards Test

Edition/Publication Year: updated annually

Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	90	75	90	94	82
% Advanced	74	50	71	72	47
Number of students tested	38	40	31	32	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	88	69	90	94	82
% Advanced	73	41	69	72	47
Number of students tested	33	32	29	32	34
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	96	89	91	100	100
% Advanced	82	67	83	86	75
Number of students tested	22	18	24	22	20
3. (specify subgroup): Racial Ethnic Group - Hispanic					
% Proficient plus % Advanced	83	56		80	50
% Advanced	58	28		40	17
Number of students tested	12	18		10	12
4. (specify subgroup): English Learner					
% Proficient plus % Advanced	92	67	90	89	92
% Proficient plus % Advanced	70	43	71	72	46
Number of students tested	23	21	21	18	24

Notes:

In 2005-2006, there were fewer than 10 students in the Hispanic subgroup.

Subject: Reading Grade: 2 Test: California Standards Test
Edition/Publication Year: updated annually Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	71	66	71	81	47
% Advanced	34	28	32	31	15
Number of students tested	38	40	31	32	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	69	60	69	81	47
% Advanced	33	22	31	31	15
Number of students tested	33	32	29	32	34
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	81	66	71	81	55
% Advanced	45	33	38	36	20
Number of students tested	22	18	24	22	20
3. (specify subgroup): Racial Ethnic Group - Hispanic					
% Proficient plus % Advanced	50	61		80	25
% Advanced	0	11		20	0
Number of students tested	12	18		10	12
4. (specify subgroup): English Learners					
% Proficient plus % Advanced	65	48	71	89	46
% Proficient plus % Advanced	26	24	33	22	13
Number of students tested	23	21	21	18	24

Notes:

In 2005-2006, there were fewer than 10 students in the Hispanic subgroup.

Subject: Mathematics

Grade: 3 Test: California Standards Test

Edition/Publication Year: updated annually

Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	74	83	85	75	57
% Advanced	56	58	71	42	25
Number of students tested	34	36	35	36	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	72	82	87	75	57
% Advanced	56	56	71	42	25
Number of students tested	25	34	31	36	44
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	93	88	100	86	69
% Advanced	86	60	91	59	31
Number of students tested	14	25	23	22	29
3. (specify subgroup): Racial Ethnic Group - Hispanic					
% Proficient plus % Advanced	50		63	50	33
% Advanced	25		36	8	13
Number of students tested	16		11	12	15
4. (specify subgroup): English Learners					
% Proficient plus % Advanced	78	86	85	80	67
% Proficient plus % Advanced	64	59	74	44	32
Number of students tested	14	22	19	25	31

Notes:

In 2006-2007, there were fewer than 10 students in the Hispanic subgroup.

Subject: Reading Grade: 3 Test: California Standards Test
Edition/Publication Year: updated annually Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	53	56	54	36	30
% Advanced	24	14	20	11	5
Number of students tested	34	36	35	36	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	48	53	51	36	30
% Advanced	20	12	19	11	5
Number of students tested	25	34	31	36	44
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	65	56	61	41	41
% Advanced	29	16	22	14	7
Number of students tested	14	25	23	22	29
3. (specify subgroup): Racial Ethnic Group - Hispanic					
% Proficient plus % Advanced	44		45	17	7
% Advanced	13		18	0	0
Number of students tested	16		11	12	15
4. (specify subgroup): English Learners					
% Proficient plus % Advanced	42	54	47	28	41
% Proficient plus % Advanced	21	9	5	12	6
Number of students tested	14	22	19	25	31

Notes:

In 2006-2007, there were fewer than 10 students in the Hispanic subgroup.

Subject: Mathematics

Grade: 4 Test: California Standards Test

Edition/Publication Year: updated annually

Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	98	92	84	90	70
% Advanced	84	81	66	70	35
Number of students tested	37	36	38	40	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	97	97	83	90	70
% Advanced	81	83	65	70	35
Number of students tested	32	29	34	40	49
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	100	100	91	100	82
% Advanced	89	96	91	76	54
Number of students tested	28	23	22	29	28
3. (specify subgroup): Racial Ethnic Group - Hispanic					
% Proficient plus % Advanced		80	69	64	47
% Advanced		50	23	55	11
Number of students tested		10	13	11	19
4. (specify subgroup): English Learners					
% Proficient plus % Advanced	100	84	81	100	76
% Proficient plus % Advanced	79	78	67	82	34
Number of students tested	14	18	21	28	38

Notes:

In 2007-2008, there were fewer than 10 students in the Hispanic subgroup.

Subject: Reading

Grade: 4 Test: California Standards Test

Edition/Publication Year: updated annually

Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	84	78	79	80	32
% Advanced	38	53	42	20	12
Number of students tested	37	36	38	40	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	82	80	76	80	32
% Advanced	38	52	41	20	12
Number of students tested	32	29	34	40	49
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	85	83	87	80	46
% Advanced	39	57	55	21	21
Number of students tested	28	23	22	29	28
3. (specify subgroup): Racial Ethnic Group - Hispanic					
% Proficient plus % Advanced		70	61	82	11
% Advanced		50	23	18	0
Number of students tested		10	13	11	19
4. (specify subgroup): English Learners					
% Proficient plus % Advanced	71	67	71	79	33
% Proficient plus % Advanced	14	39	33	18	13
Number of students tested	14	18	21	28	38

Notes:

In 2007-2008, there were fewer than 10 students in the Hispanic subgroup.

Subject: Mathematics

Grade: 5 Test: California Standards Test

Edition/Publication Year: updated annually

Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	92	63	63	65	65
% Advanced	65	33	42	38	35
Number of students tested	37	40	43	45	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100	60	63	65	65
% Advanced	69	26	42	38	35
Number of students tested	29	35	43	45	40
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	100	82	73	88	86
% Advanced	78	43	50	63	59
Number of students tested	23	23	30	24	22
3. (specify subgroup): Racial Ethnic Group - Hispanic					
% Proficient plus % Advanced	80	35	38	37	38
% Advanced	40	14	23	11	6
Number of students tested	10	14	13	19	16
4. (specify subgroup): English Learner					
% Proficient plus % Advanced		46	47	62	56
% Proficient plus % Advanced		15	20	24	20
Number of students tested		13	15	29	25

Notes:

In 2007-2008, there were fewer than 10 students in the English Learner subgroup.

Subject: Reading

Grade: 5 Test: California Standards Test

Edition/Publication Year: updated annually

Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	70	53	56	25	55
% Advanced	35	25	19	7	10
Number of students tested	37	40	43	45	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	72	54	56	25	55
% Advanced	31	23	19	7	10
Number of students tested	29	35	43	45	40
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	78	69	63	46	73
% Advanced	35	39	20	13	18
Number of students tested	23	23	30	24	22
3. (specify subgroup): Racial Ethnic Group - Hispanic					
% Proficient plus % Advanced	60	21	38	0	31
% Advanced	30	0	15	0	0
Number of students tested	10	14	13	19	16
4. (specify subgroup): English Learner					
% Proficient plus % Advanced		31	40	14	48
% Proficient plus % Advanced		0	0	0	4
Number of students tested		13	15	29	25

Notes:

In 2007-2008, there were less than 10 students in the English Learner subgroup.

Subject: Mathematics

Grade: 6 Test: California Standards Test

Edition/Publication Year: updated annually

Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	69	62	51	75	50
% Advanced	27	29	18	41	25
Number of students tested	45	42	49	41	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	65	61	50	75	50
% Advanced	24	28	20	41	25
Number of students tested	37	39	46	41	40
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	85	71	69	82	70
% Advanced	37	39	27	56	45
Number of students tested	27	28	26	27	20
3. (specify subgroup): Racial Ethnic Group - Hispanic					
% Proficient plus % Advanced	36	39	25	64	29
% Advanced	7	8	5	14	0
Number of students tested	14	13	20	14	17
4. (specify subgroup): English Learner					
% Proficient plus % Advanced			17	46	38
% Proficient plus % Advanced			0	8	0
Number of students tested		4	18	13	13

Notes:

In 2007-2008, there were fewer than 10 students in the English Learner subgroup.

In 2006-2007, there were fewer than 10 students in the English Learner subgroup.

Subject: Reading Grade: 6 Test: California Standards Test
Edition/Publication Year: updated annually Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	77	69	41	61	38
% Advanced	44	21	10	17	3
Number of students tested	45	42	49	41	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	75	69	41	61	38
% Advanced	43	23	11	17	3
Number of students tested	37	39	46	41	40
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	89	75	50	66	45
% Advanced	59	21	15	22	5
Number of students tested	27	28	26	27	20
3. (specify subgroup): Racial Ethnic Group - Hispanic					
% Proficient plus % Advanced	50	54	25	50	24
% Advanced	7	23	0	7	6
Number of students tested	14	13	20	14	17
4. (specify subgroup): English Learner					
% Proficient plus % Advanced			17	23	0
% Proficient plus % Advanced			0	0	0
Number of students tested		4	18	13	13

Notes:

In 2007-2008, there were fewer than 10 students in the English Learner subgroup.

In 2006-2007, there were fewer than 10 students in the English Learner subgroup.